

GUIDELINES FOR REVIEWING A CORE READING PROGRAM RUBRIC

Literacy By Design Grade 1

Final Review

Directions for use:

- Thoroughly review the core reading program using the corresponding rubric.
- Only evaluate the individual components that correlate with the grade level to review. (*Note the placement of the “x” within the grade level columns.*)
- Each indicator must receive a score using the following criteria:
 - 2 – Exceeds expectations
 - 1 – Meets expectations
 - 0 – Does not meet expectations(*For any indicator receiving a 0, comments must be provided justifying the score.*)
- Record the total score for each area in the final row for the section.



The Reviewing a Reading Program Professional Development Participant's Guide publication was created for the Center on Instruction by the Florida Center for Reading Research at Florida State University. The Center on Instruction is operated by RMC Research Corporation in partnership with the Florida Center for Reading Research at Florida State University; Instructional Research Group; Lawrence Hall of Science at the University of California – Berkeley; Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston; and The Meadows Center for Preventing Educational Risk at the University of Texas at Austin.

Guideline forms excerpted from *Reviewing a Reading Program Professional Development Module, Participant's Guide*, 2008, Center on Instruction.

The contents of the module and this document were developed under cooperative agreement S283B050034 with the U.S. Department of Education. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

INSTRUCTIONAL DESIGN (ID)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is there empirical research on this program's efficacy?	X	X	X	X	X	X	X	1	
2. Are resources available to help the teacher understand the rationale for the instructional approach and program strategies (e.g., articles, explanations in the teacher manuals, references, and reliable websites)?	X	X	X	X	X	X	X	2	
3. Does the comprehensive program address the five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary and comprehension)?	X	X	X	X	X	X	X	1	
4. In addition to the five components of reading, are other dimensions of reading such as spelling, writing, oral language, and listening comprehension addressed?	X	X	X	X	X	X	X	1	
5. Is there a scope and sequence?	X	X	X	X	X	X	X	1	
6. Are goals and objectives clearly stated?	X	X	X	X	X	X	X	1	
7. Are student materials aligned with instructional objective of the lesson?	X	X	X	X	X	X	X	1	
8. Do instructional materials increase in difficulty as students' skills strengthen?	X	X	X	X	X	X	X	2	
9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related?	X	X	X	X	X	X	X	1	
10. Is there a clear and logical organization to the lessons in:									
The order and procedures of each day's lesson?	X	X	X	X	X	X	X	2	
The inclusion of all necessary materials?	X	X	X	X	X	X	X	1	
The consistency of each day's lesson format?	X	X	X	X	X	X	X	2	
Addressing the components of reading every day?	X	X	X	X	X	X	X	1	
11. Is instruction consistently explicit? Is it concise, specific, and related to the objective?	X	X	X	X	X	X	X	1	
12. Are teacher directives highly details to ensure accurate implementation?	X	X	X	X	X	X	X	2	
13. Does the lesson format facilitate frequent interactions between teacher and students?	X	X	X	X	X	X	X	1	

14. Is instruction consistently systematic? Is there a prescribed order for introducing specific skills within each component of reading?	X	X	X	X	X	X	X	2	
15. Are there coordinated instructional sequences and instructional routines which include:									
Modeling?	X	X	X	X	X	X	X	1	
Guided practice with feedback?	X	X	X	X	X	X	X	1	
Student practice and application	X	X	X	X	X	X	X	1	
Cumulative review?	X	X	X	X	X	X	X	1	
16. Are there many guided practice opportunities for explicit teaching and teacher-directed feedback (for typically progressing readers and more for struggling readers)?	X	X	X	X	X	X	X	1	
17. Does the program provide clear guidance for the teacher to document student progress and inform instruction?	X	X	X	X	X	X	X	1	
18. Does instruction make a clear connection <i>among</i> all five components?	X	X	X	X	X	X	X	1	
19. Is scaffolding a prominent part of the lessons?	X	X	X	X	X	X	X	1	
20. Are instructions for scaffolding specific within each lesson?	X	X	X	X	X	X	X	1	
21. Are teachers encouraged to give immediate, specific feedback (corrective or positive)?	X	X	X	X	X	X	X	1	
22. Is differentiated instruction prominent?	X	X	X	X	X	X	X	2	
23. Is instruction differentiated based on assessment?	X	X	X	X	X	X	X	1	
24. Are directions for differentiating instruction specific?	X	X	X	X	X	X	X	2	
25. Is small-group instruction (small teacher-pupil ratio) part of daily instruction?	X	X	X	X	X	X	X	2	
26. Are there guidelines for forming flexible groups based on student progress?	X	X	X	X	X	X	X	1	
27. Are enrichment activities included for advanced students?	X	X	X	X	X	X	X	1	
28. Does the program provide instruction for English Learners?	X	X	X	X	X	X	X	1	
29. Does the program specify for whom it is appropriate (e.g., students on or above grade level, students slightly behind their peers, students more than one grade level behind their peers)?	X	X	X	X	X	X	X	0	<i>Publisher's Comment: Literacy by Design has a dual pathway for acceleration: In whole-class settings, students are exposed to on-level skills and texts; instruction in small-group settings is differentiated. Small-group</i>

									<p><i>instruction integrates teaching support to help English language learners and struggling learners access the core set of grade-level skills. As the small group instruction is designed to meet the needs of students at their instructional level, Literacy by Design naturally lends itself to properly instructing students of all achievement levels. The Comprehension and Writing Bridges provide differentiated teaching suggestions designed to support students at different levels. This allows teachers to target instruction for individual students. With clearly defined learning targets driving interaction and a commitment to focused learning across multiple texts, small-group experiences help learners develop a strategy “tool belt” that allows them to get the most out of the print they read.</i></p>
<p>30. Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or volunteer)?</p>	X	X	X	X	X	X	X	1	<p><i><u>Publisher’s Comment:</u> Literacy by Design was crafted to support the entire teaching and learning community as one cohesive unit. Assessment tools inform teachers, reading specialists, ESL teachers and others who might wish to identify exceptional learners, or students who have mastered particular skills. Highly supportive in nature, the instruction is intended for those who are engaged in literacy instruction with children. The author papers within the Professional Handbook offer additional insight concerning some of the most current research-based practices. As the whole-group instruction is supportive of all learners, while including scaffolds for struggling readers and English language learners, the small group instruction is designed to meet</i></p>

									students at their level of instruction.
31. Does the program specify the instructional setting (e.g., general education classroom, computer lab, or resource room)?	X	X	X	X	X	X	X	1	<i>Publisher's Comment: Literacy by Design instruction includes whole class and small group lessons for a diverse learning community. Designed to support a true balanced approach to literacy, classroom setting recommendations, classroom management tools and other teaching resources are made available in the program to ensure implementation of instruction with fidelity and ease. Both the Small Group Reading Teacher's Guide and the Comprehensive Teacher's Guide support teachers as they identify the ideal classroom and instructional setting for their students.</i>
TOTAL								45	

PHONOLOGICAL/ PHONEMIC AWARENESS (PA)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is phonological/phonemic awareness instruction explicit ?	X	X						1	
2. Is phonological/phonemic awareness instruction systematic ?	X	X						1	
3. Does phonological/phonemic awareness instruction include coordinated instructional sequences and routines ?	X	X						1	
4. Is phonological/phonemic awareness instruction scaffolded ?	X	X						1	
5. Does phonological/phonemic awareness instruction include cumulative review ?	X	X						1	
6. Are assessments included to measure and monitor progress in phonological/phonemic awareness?	X	X						1	
7. Is PA only a small portion of the daily lesson?	X	X						1	
8. Does each day's lesson focus on only one or two PA skills (as opposed to several)?	X	X						1	

9. Are there instructions for PA activities to alert the teacher to student readiness?	X	X							1	<i>Publisher's Comment:</i> A truly integrated approach to instruction is what inspired the authorship as they crafted the instruction in Literacy by Design. Both formal and informal opportunities are housed within the Comprehensive Teacher's Guide and the Small Group Reading Teacher's Guide. The daily lessons within the Teach Phonemic Awareness /Phonics consist of modeling and student interaction which easily serve as a tool for teacher observation.
10. Does the program contain instructional activities that are designed to stimulate the growth of phonemic awareness?	X	X							1	
11. Does PA start with larger units (words and syllables) and progress to smaller units (phonemes)?	X	X							1	
12. Does PA start with rhyming and progress to phoneme isolation, blending, segmenting, and phoneme manipulation?	X	X							1	
PHONEMIC AWARENESS										
13. Do activities follow the continuum of word types (beginning with short words that contain two or three phonemes)?	X	X							1	
14. Does instruction include physical representations (e.g., clapping, Elkonin boxes with markers, counters, tiles, fingers, and auditory cues) to help students make the connection between sounds and print (the alphabetic principle)?	X	X							2	
15. When PA activities are at the phoneme level, do students' activities target the first sound in words and then move to the last sound in words and finally focus on the middle sound in words?	X	X							1	
16. Are there blending activities at the phoneme level?	X	X							1	
17. Are there segmenting activities at the phoneme level?	X	X							1	
18. Does instruction include phoneme manipulation in words (i.e., deletion, addition, and substitution)?		X							1	
19. Once students demonstrate early phonemic awareness, is PA instruction linked to phonics instruction?	X	X							1	
20. Does the program specify when oral language PA activities should be phased out?	X	X							1	<i>Publisher's Comment:</i> Grounded in best-practices, Literacy by Design 's

									instruction and assessment encourage appropriate instruction on a daily basis. Through a truly tailored gradual release model, teachers are afforded a unique flexibility which permits skills already mastered to move from the whole-class instruction period to a small-group opportunity. While there are, in fact, daily opportunities for phonemic awareness instruction, the program resources also assist in important decisions when students have already mastered targeted skills.
21. Are the words used in PA activities found in subsequent word lists and text readings?	X	X						1	
22. Does the program include a pronunciation guide for the various features of sound production (e.g., stop sounds and continuous sounds)?	X	X						0	The program does not include a pronunciation guide for the various features of sound production. <i>Publisher's Comment:</i> While Literacy by Design does not include a separate component which houses a pronunciation guide, both the Comprehensive Teacher's Guide and the Small Group Reading Teacher's Guide are representative of the research of Michael Opitz in the field of phonics and fluency. Further reinforcing appropriate phoneme instruction are the contributions of Drs. Yvonne and David Freeman. Together, the authors have provided invaluable insight concerning embedded instructional routines that soon become second-nature to the teacher and inspires mastery of phonological principles.
23. Do computer-based programs pronounce sounds distinctly, correctly, and without distortion?	X	X						1	
TOTAL								23	

PHONICS (P)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is phonics instruction explicit ?	X	X	X	X	X	X	X	1	
2. Is phonics instruction systematic ?	X	X	X	X	X	X	X	1	
3. Does phonics instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	1	
4. Is phonics instruction scaffolded ?	X	X	X	X	X	X	X	1	
5. Does phonics instruction include cumulative review ?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in phonics?	X	X	X	X	X	X	X	1	
7. Does the program teach both consonants and vowels?	X	X						1	
8. Are short vowels taught before long vowels?	X	X						1	
9. Are individual letter-sounds taught first, followed by digraphs, blends, and word families?	X	X	X					1	
10. Are high utility letter-sounds (e.g., /a/, /m/, /s/, /t/, /r/ found in short, one syllable CVC or CCVC words) introduced before low utility letter-sounds (e.g., /x/, /y/, /z/)?	X	X						1	
11. Are digraphs taught as single sounds (e.g., /sh/, /ch/, /th/, /ai/, /ea/)?		X	X					1	
12. Are individual sounds in a blend taught?		X	X					1	
13. Are letter-sound correspondences taught to mastery and reviewed cumulatively?	X	X						1	
14. Are students taught an explicit strategy to decode words by their individual sounds?	X	X	X					1	
15. Do students practice decoding words that contain only those letter-sounds that have been previously taught?	X	X	X					1	
16. Once students have mastered a few letter-sounds, do they immediately apply them to reading word lists and short decodable texts?	X	X						1	
17. Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	X	X	X	X	X	X	X	1	
18. Is spelling taught during word learning so students can understand how sounds map onto print?	X	X	X	X	X	X	X	1	
19. Does instruction progress from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words)?	X	X	X	X	X	X	X	1	
20. Does instruction follow the continuum of word types (beginning with CV and CVC words), incorporating	X	X						1	

continuous and stop sounds and blends in an appropriate sequence?									
21. Are reviews of previously taught concepts and words frequent and cumulative?	X	X	X	X	X	X	X	1	
22. Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading)?	X	X	X	X	X	X	X	1	
23. Are there ample decodable texts (familiar and unfamiliar) for students to practice applying their skills with phonic elements?	X	X	X	X				1	
24. Are decodable texts read before trade books (for students to master new skills)?	X	X	X	X				1	
25. Does the program clarify that high frequency words can be both regular and irregular?	X	X	X	X				0	Although both regular and irregular high frequency words are used, the program did not provide clarification of the difference. <i>Publisher's Comment:</i> Developmental spelling is a part of Literacy by Design. Grade one clearly demonstrates a balance between pattern spelling words and high frequency words which are "regular" and "irregular". In developing the high-frequency word scope in LBD, the development team analyzed several authoritative high-frequency word lists, including Dolch, Fry, Harrison-Jacobson, and Fountas & Pinnell. Final selection prioritized those words that appeared in two or more lists. The high-frequency words appear in the phonics charts and throughout the leveled readers.
26. Are irregular words that are visually or phonemically confusing (e.g., saw/was, where/were, of/off) separated?	X	X						1	
27. Does the program include explicit instruction in irregular words and decoding strategies for the decodable parts of words (clarifying that the letters represent their most common sounds as well as the irregularities of certain letters)?	X	X	X	X				1	
28. Are the numbers of high frequency, irregular words introduced in one lesson kept to a minimum?	X	X	X	X				1	

29. Are irregular words pre-taught before students read connected texts?	X	X	X	X				1	
30. Are difficult, high frequency words reviewed often and cumulatively?	X	X	X	X				1	
31. Is there sufficient practice with individual letter-sounds before larger orthographic units are taught?		X	X					1	
32. Are students taught the strategy of chunking when trying to decode multisyllabic words?		X	X	X	X	X	X	1	
33. Does the program provide teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis?		X	X	X	X	X	X	1	
34. Are students taught strategies to read multisyllabic words by using prefixes, suffixes, and known word parts?		X	X	X	X	X	X	1	
35. Is instruction explicit in the use of syllable types (e.g., open, closed, vowel-consonant-e, vowel combinations, r-controlled, and consonant-le)?		X	X	X	X	X	X	1	
36. Does the program include spelling strategies (e.g., word sorts, categorization activities, word-building activities, and word analogies)?		X	X	X	X	X	X	1	
37. Are word parts that occur with high frequency (e.g., un-, re-, in-, and -ful) taught rather than those that occur only in a few words?		X	X	X	X	X	X	1	
38. Are there activities for distinguishing and interpreting words with multiple meanings?		X	X	X	X	X	X	1	
39. Once advanced phonics strategies have been mastered, are they immediately applied to reading and interpreting familiar and unfamiliar connected texts?		X	X	X	X	X	X	1	
40. Are words used in advanced phonics activities also found in student texts?		X	X	X	X	X	X	1	
TOTAL								39	

FLUENCY (F)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is fluency instruction explicit ?	X	X	X	X	X	X	X	1	
2. Is fluency instruction systematic ?	X	X	X	X	X	X	X	1	
3. Does fluency instruction include coordinated instructional sequences and routines?	X	X	X	X	X	X	X	1	
4. Is fluency instruction scaffolded ?	X	X	X	X	X	X	X	1	

5. Does fluency instruction include cumulative review ?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in fluency?	X	X	X	X	X	X	X	2	
7. Does the program address all dimensions of fluency (speed, accuracy, and prosody)?	X	X	X	X	X	X	X	2	
8. Does the program encourage the teacher to model speed, accuracy, and prosody?	X	X	X	X	X	X	X	1	
9. Are letter-sounds taught and practiced frequently to promote automaticity?	X	X						1	
10. Does fluency practice during letter-sound study and text reading involve the teacher's providing feedback to students?	X	X	X	X	X	X	X	1	
11. Is fluency instruction integrated into each day's lesson?	X	X	X	X	X	X	X	1	
12. Is the decoding strategy taught so that it becomes automatic?	X	X	X	X	X	X	X	1	
13. Are irregular words taught to be recognized automatically?	X	X	X	X	X	X	X	1	
14. Is there an emphasis on reading multisyllabic words fluently?		X	X	X	X	X	X	1	
15. Is an explicit strategy taught as students transition from reading words in lists to reading connected text?	X	X						1	
16. Are research-based fluency strategies (e.g., timed readings, peer reading, and repeated readings) included?		X	X	X	X	X	X	1	
17. Is fluency practice introduced after students are proficient at reading words accurately (e.g., in lists, sentences, and passages)?		X	X	X	X	X	X	1	
18. Does fluency practice involve decodable texts (texts that include phonic elements and word types students have previously been taught)?		X	X	X	X	X	X	1	
19. Are both narrative and expository texts provided for students to read aloud?		X	X	X	X	X	X	1	
20. Are teacher prompts included to encourage students to read aloud in order to determine skills application and accuracy?		X	X	X	X	X	X	1	
21. After error correction, are students asked to reread the word, word list, or sentence correctly and then to reread it from the beginning?	X	X	X	X	X	X	X	1	
22. Are students given ample practice opportunities to use text at their independent or instructional level to help build fluency?		X	X	X	X	X	X	1	
23. Is the number of texts at each level sufficient to provide adequate practice opportunities?		X	X	X	X	X	X	0	There are not a sufficient number of texts provided at each level.

									<i>Publisher's Comment:</i> In addition to an array of Shared Readings and Read Alouds, students will benefit from a wide-range of leveled texts at each level of instruction. Each level also includes a Benchmark Book to assess student progress in an effective manner. Leveled Readers are available as multiple copies and represent eight levels, with eight titles supporting each level, providing 64 titles for each grade.
24. Does the program clearly show the teacher how to determine independent, instructional, and frustrational reading levels for individual students?		X	X	X	X	X	X	1	
25. Is there a guide to help teachers calculate fluency rate?		X	X	X	X	X	X	1	
26. Are there directions for how to pair students for partner reading?		X	X	X	X	X	X	1	
27. Are students taught a specific error correction to use when reading with a partner?		X	X	X	X	X	X	0	<p>The program does not provide a specific error correction for students to use with their partners.</p> <p><i>Publisher's Comment:</i> Within the core instruction of Literacy by Design lives a goal to achieve reading proficiency and independence in every student. Several tools have been created to promote this to a maximum without leaving children devoid of the necessary supports of developing readers. The Comprehensive Teacher's Guide supports the rereading of text for many purposes, while the Small Group Reading Teacher's Guide brings a host of resources, including instructional tips to the forefront.</p>
28. Is there continuous progress monitoring of oral reading fluency?		X	X	X	X	X	X	1	
29. Is an end-of-the-year fluency goal of correct words per minute given for each grade?		X	X	X	X	X	X	1	
TOTAL								29	

VOCABULARY (V)	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
1. Is vocabulary instruction explicit ?	X	X	X	X	X	X	X	1	
2. Is vocabulary instruction systematic ?	X	X	X	X	X	X	X	1	
3. Does vocabulary instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	1	
4. Is vocabulary instruction scaffolded ?	X	X	X	X	X	X	X	1	
5. Does vocabulary instruction include cumulative review ?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in vocabulary ?	X	X	X	X	X	X	X	1	
7. Is emphasis placed on listening and speaking vocabulary?	X	X	X	X	X	X	X	1	
8. Is there emphasis on reading and writing vocabulary?	X	X	X	X	X	X	X	1	
9. Are students exposed to diverse vocabulary through listening to or reading narrative and expository texts?	X	X	X	X	X	X	X	1	
10. Does the program include frequent use of teacher read-alouds using higher level books with explanation and instruction of key vocabulary?	X	X	X	X	X	X	X	1	
11. Does the program include a variety of texts that allow students ample opportunities to engage in wide reading at their independent levels?		X	X	X	X	X	X	1	
12. Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	1	
13. Are a limited number of words selected for robust, explicit vocabulary instruction?	X	X	X	X	X	X	X	1	
14. Are important, useful, and difficult words taught?	X	X	X	X	X	X	X	1	
15. Does the instructional routine for vocabulary include:									
Introducing the word?	X	X	X	X	X	X	X	1	
Presenting a student-friendly explanation?	X	X	X	X	X	X	X	1	
Clarifying the word with examples?	X	X	X	X	X	X	X	1	
Checking students' understanding?	X	X	X	X	X	X	X	1	
16. Are ample opportunities provided to engage in oral vocabulary activities that:									

Repeat exposure to words in rich and multiple contexts?	X	X	X	X	X	X	X	1	
Use everyday language to explain word meanings?	X	X	X	X	X	X	X	1	
Connect word meanings to prior knowledge?	X	X	X	X	X	X	X	1	
17. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts?	X	X	X	X	X	X	X	1	
18. Is extended instruction provided in multiple contexts to promote word awareness using word banks, vocabulary logs, writing, semantic maps, concept definition mapping, and word classification?	X	X	X	X	X	X	X	2	
19. Are strategies taught over time to ensure understanding and correct application?	X	X	X	X	X	X	X	1	
20. Are meanings of prefixes, roots, and suffixes taught before connecting them to words?		X	X	X	X	X	X	0	The scope and sequence shows these are not taught until second grade.
21. Is a strategy to determine word meanings based on meanings of prefixes, roots, and suffixes taught?		X	X	X	X	X	X	0	The scope and sequence shows these are not taught until second grade.
22. Are various aspects of word study included (either under vocabulary or word recognition) such as:									
Concepts of word meaning?	X	X	X	X	X	X	X	1	
Multiple meanings?	X	X	X	X	X	X	X	0	The scope and sequence shows these are not taught until second grade.
Synonyms?	X	X	X	X	X	X	X	0	The scope and sequence shows these are not taught until second grade.
Antonyms?	X	X	X	X	X	X	X	0	The scope and sequence shows these are not taught until second grade.
Homonyms?		X	X	X	X	X	X	0	The scope and sequence shows these are not taught until second grade.
Figurative meanings?		X	X	X	X	X	X	0	This program does not address figurative meanings.
23. Is dictionary use explicitly taught using grade-appropriate dictionaries?		X	X	X	X	X	X	1	
24. Is the use of context to gain the meaning of an unfamiliar word kept to a minimum?	X	X	X	X	X	X	X	1	
25. Is computer technology used to help teach vocabulary?	X	X	X	X	X	X	X	0	The computer technology for this program does not address vocabulary.
TOTAL									28

COMPREHENSION (C)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is comprehension instruction explicit?	X	X	X	X	X	X	X	1	
2. Is comprehension instruction systematic?	X	X	X	X	X	X	X	1	
3. Does comprehension instruction include coordinated instructional sequences and routines?	X	X	X	X	X	X	X	1	
4. Is comprehension instruction scaffolded?	X	X	X	X	X	X	X	1	
5. Does comprehension instruction include cumulative review?	X	X	X	X	X	X	X	2	
6. Are assessments included to measure and monitor progress in comprehension?	X	X	X	X	X	X	X	2	
7. Is learning to determine which strategy to use and why (metacognition) part of instruction?	X	X	X	X	X	X	X	1	
8. When a strategy is taught, is it applied frequently so students understand its usefulness?	X	X	X	X	X	X	X	1	
9. Are students asked to apply previously learned strategies to new texts?		X	X	X	X	X	X	1	
10. Is appropriate text provided for students to practice applying strategies?		X	X	X	X	X	X	1	
11. Does program instruction enable students to establish and adjust purposes for reading (e.g., reading to understand, interpret, inform, to enjoy, and to solve problems)?	X	X	X	X	X	X	X	1	
12. Does instruction support the use of multiple, coordinated comprehension strategies?	X	X	X	X	X	X	X	1	
13. Are guided and supported cooperative learning groups suggested as an instructional technique?	X	X	X	X	X	X	X	2	
14. Does instruction begin with the use of short passages?	X	X	X	X	X	X	X	0	Passages were provided, but they were not short.
15. Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end?	X	X	X	X	X	X	X	1	
16. Does the program provide prompts for the teacher to guide the students through texts using think-alouds?	X	X	X	X	X	X	X	1	
17. Are models of effective questioning techniques (e.g., Bloom's taxonomy) provided to guide and monitor students' comprehension?	X	X	X	X	X	X	X	1	
18. Are there ample opportunities for students to listen to narrative and expository text?	X	X	X	X	X	X	X	1	

19. Is instruction in narrative and expository text structures explicit?	X	X	X	X	X	X	X	1	
20. Are there ample opportunities for students to read narrative and expository texts at independent and instructional levels?		X	X	X	X	X	X	1	
21. Is there a variety of narrative and expository books at the appropriate readability level for student practice?		X	X	X	X	X	X	1	
22. Do texts contain useful and familiar concepts and vocabulary?	X	X	X	X	X	X	X	1	
23. Are there instructional routines for comprehension strategies for use before, during, and after reading (e.g., prediction, story grammar, summarization, graphic organizers)?	X	X	X	X	X	X	X	1	
24. Is the "main idea" strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc.)?	X	X	X	X	X	X	X	1	
25. Once students have grasped the concept of "main idea," are more complex texts used in which the main idea is not explicit?		X	X	X	X	X	X	1	
26. Are elements of story grammar (e.g., setting, characters, important events, etc.) taught and used for retelling a story?	X	X	X	X	X	X	X	1	
27. Does instruction focus on discussion story grammar and comparing stories?	X	X	X	X	X	X	X	1	
28. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex?	X	X	X	X	X	X	X	1	
29. Are students taught to use graphic organizers to illustrate relationships among concepts in text (e.g., story maps, Venn diagrams, and semantic maps)?	X	X	X	X	X	X	X	2	
30. Are conventions of expository text (e.g., chapter headings, charts, and graphs) taught?		X	X	X	X	X	X	1	
31. Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught?	X	X	X	X	X	X	X	1	
32. After instruction, is there systematic review of:									
Literal comprehension?	X	X	X	X	X	X	X	1	
Retelling?	X	X	X	X	X	X	X	1	
Main idea?	X	X	X	X	X	X	X	1	
Summarization?	X	X	X	X	X	X	X	1	
33. Does the program provide instruction for		X	X	X	X	X	X	2	

students to become self-directed in using comprehension strategies (e.g., rereading, paraphrasing, making explicit connections from text to prior knowledge, underlining and note-taking, and visualizing relationships and events in the text)?									
TOTAL									40

STANDARDS ALIGNMENT	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is clear alignment provided to the Common Core State Standards?	X	X	X	X	X	X	X	2	
TOTAL									2

MOTIVATION AND ENGAGEMENT (M&E)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
Does the program direct the teacher in ways to increase student motivation such as:									
1. Making reading relevant to students' lives?	X	X	X	X	X	X	X	1	
2. Providing meaningful goals for learning from texts?	X	X	X	X	X	X	X	1	
3. Making available a variety of choices (e.g., texts and assignments) that align with instruction?	X	X	X	X	X	X	X	1	
4. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	2	
TOTAL									5

ASSESSMENT (A)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Are assessments included that teachers can use to guide student movement through the program (e.g., screening, progress monitoring, diagnostic, and outcome measures)?	X	X	X	X	X	X	X	2	
2. Does the program provide teacher guidance in using assessment results to differentiate instruction?	X	X	X	X	X	X	X	1	

3. Do the assessments identify students who are at risk or already experiencing difficulty learning to read?	X	X	X	X	X	X	X	1	
TOTAL								4	

PROFESSIONAL DEVELOPMENT (PD)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is adequate time offered for teachers to learn new concepts and practice what they have learned?	X	X	X	X	X	X	X	1	
2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice?	X	X	X	X	X	X	X	1	
3. Are teachers taught how to administer and interpret assessments that accompany the program?	X	X	X	X	X	X	X	1	
4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, coaches, and principals)?	X	X	X	X	X	X	X	1	
5. Does the PD provide support (e.g., principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons) to facilitate application of content?	X	X	X	X	X	X	X	1	
TOTAL								5	<i>Publisher's Comment:</i> More customized professional development options are available in the PD brochure at a charge.